# Indiana's Response to Intervention Academy

**School-Wide Positive Behavior Support *with Cultural Competence—Next Steps***

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# School-Wide Positive Behavior Support

**Four Day Training**

## Developing & Implementing Your School's Plan with

## *Cultural Competence*

**Developed by Indiana State Improvement Grant Team supported by the USDOE/OSEP/IDOE Center for Exceptional Learners and CEEP**

**2008**

# Components to Consider

- Leadership
- <span style="color:red">Evidence-based core curriculum, instruction, & interventions/extensions</span>
- Assessment and progress monitoring system
- Data-based decision making
- <span style="color:red">Cultural responsivity</span>
- Family, community & school partnerships

# Integrated System for Academic and Behavioral Supports
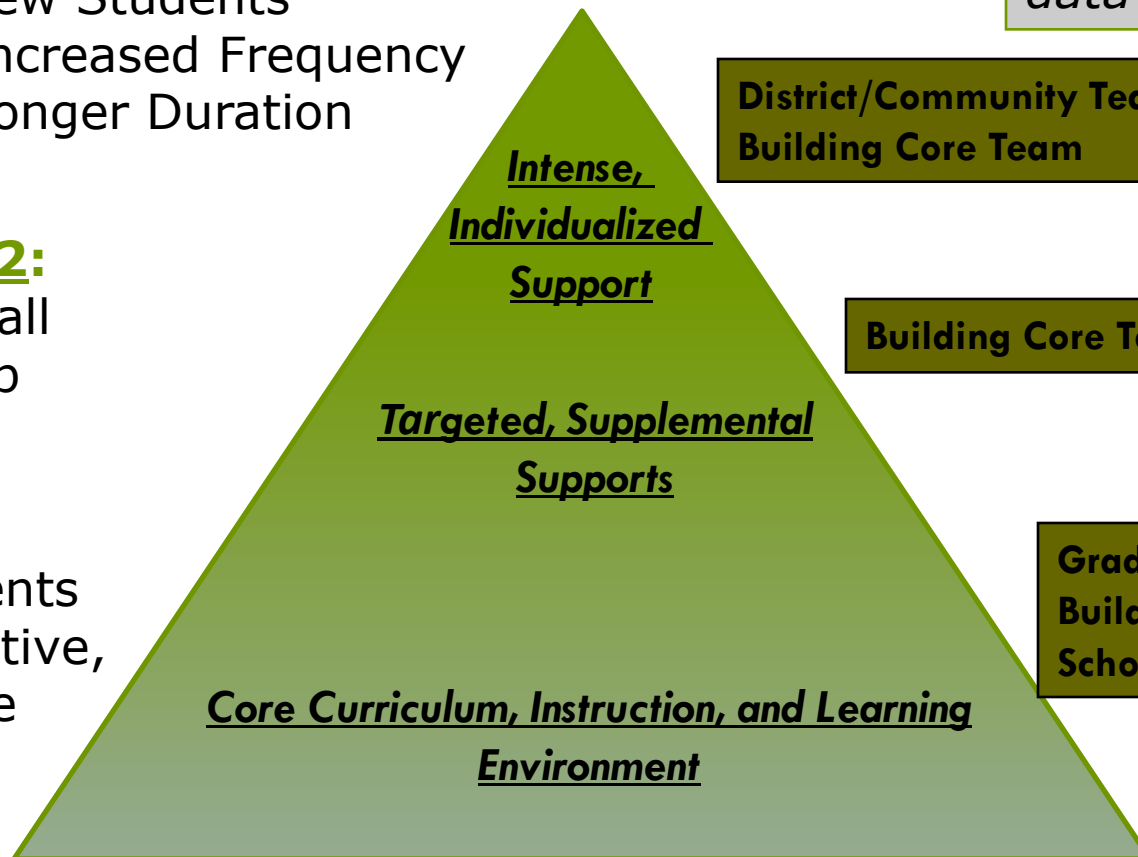
**Services across tiers are fluid and data-driven**

**Tier 3:**
- Few Students
- Increased Frequency
- Longer Duration

**Tier 2:**
- Small Group

**Tier I:**
- All Students
- Preventative, Proactive

*Intense, Individualized Support*

*Targeted, Supplemental Supports*

*Core Curriculum, Instruction, and Learning Environment*

**District/Community Team
Building Core Team**

**Building Core Team**

**Grade Level Teams
Building Core Team
School Improvement Team**

# Connecting SWPBS to Indiana's Vision of RTI

- Year ONE SWPBS Primary Prevention Training would be considered part of your *core curriculum*

- Year ONE four day training supports ALL students and is preventative and proactive

- Year TWO Training supports Tier 2 and 3 interventions

- ALL six core components are a part of effective implementation of the SWPBS framework

# Welcome!

- Write down ways that you acknowledge students at your school—one per half sheet of paper
- Place your half sheets on the stickee wall under the appropriate heading

# SWPBS Training Expectations

Be a PRO

Prepared

Respectful

Open to Learning

| SWPBS Training Expectations | During Training Sessions |
|---|---|
| Prepared | Bring needed materials <br> Complete pre-session work |
| Respectful | Silence cell phones <br> Attend to the speaker <br> Respond to the regrouping cue <br> If necessary, leave the room quietly |
| Open to Learning | Ask questions <br> Participate in discussions <br> Record insights to share with group |

# At your table…

Work as a team to list the

## 6 SWPBS Components
in order

When you have completed the list, **entire team** stand up

# Six Components of SWPBS

1) **Select and define expectations and** routines that are observable, acknowledgeable, and teachable (OAT)
2) **Teach** behaviors and routines directly in all settings
3) **Actively monitor** behavior; move, interact, scan (MIS)
4) **Acknowledge** appropriate behavior
   Predictable/Intermittent/Long-term
5) Review **data** to make decisions
6) **Correct** behavioral errors
   Pre-correction/Boosters/De-escalation/FBA

# Today's Objectives

- **Remember to look through the "cultural lens" throughout planning**

- Review defining and teaching expectations in settings

- Review critical features and essential practices of active supervision

- Explore ways to improve acknowledgement of students and staff in order to create a positive learning culture

| IN the HALLWAY | Be Respectful | Be Responsible | Be Safe |
| --- | --- | --- | --- |
| | Walk on the right | Pick up dropped items | Face forward |
| | Share the locker space | Shirts tucked in | Monitor personal space |
| | Use a Level One voice | | |
| | | | |

| IN the CAFETERIA | Be Respectful | Be Responsible | Be Safe |
| --- | --- | --- | --- |
| | Say please & thank you | Clean up eating area when finished | Walk |
| | Use a Level One voice | Sit in assigned seat | |
| | | Have lunch card ready | |

# Planning & Teaching Expectations

- Clear explanation of the expected behavior

- Check for student understanding/buy-in

- Model examples

- Provide/demonstrate **non-examples**

  ***(provided only by adults)***

- Check for understanding

  *(demonstrated by students)*

# Plan for teaching the lessons to all students:

- ## Lessons:
  - Should be taught in the actual setting where the behavior is expected

  - Should be taught by the person(s) monitoring the setting

  - Could be taught by circulating students through the various settings of the school according to a schedule

  - Could be taught by individual teachers according to a schedule

  - Could be taught by student demonstration of expectations and non-examples by adults

  - All staff who teach expectations should use designated lesson plans

# What we think about learning

Consider this:

*We Learn About…*

*10% of what we READ*
*20% of what we HEAR*
*30% of what we SEE*
*50% of what we both SEE and HEAR*
*70% of what we DISCUSS with others*
*80% of what we EXPERIENCE personally*
*95% of what we TEACH to someone else*

*Adapted from Eldon Ekwall, 1974*

# Jigsaw Reading

➢ Count off by 2's

➢ Read your article/Highlight your highlights

➢ Form small expert groups

➢ Discuss and write 3 statements from your article on strips that could help answer the "buy-in" question

➢ Write 1 or 2 *questions* you have concerning the article

➢ Add your group's strips to the stickee wall

[http://www.youtube.com/watch?v=47LCLoidJh4](http://www.youtube.com/watch?v=47LCLoidJh4)

## *Quality instruction is always the best behavior management tool*

Where instruction is not the main focus such as:

- Cafeteria, hallways, playgrounds, bathrooms
  - busses, bus loading zones, parking lots
    - study halls, assemblies, free time
  - entering the school, entering the classroom

# Supervision needs to be emphasized.

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# Active Supervision

- Pre-corrections

- Proximity through Active Supervision

  *Movement*

  *Visual and auditory scanning*

  *High frequency positive interactions*

- Positive acknowledgement of expected behavior

Rob March, Effective Educational Practices, LLC

# "Think Wal-Mart Greeter"

Teachers report that when students are greeted by an adult in the morning, it takes less time to complete morning routines & get first lessons started.

(Witt, et al 2002)

# Active Supervision Video

# FEATURES OF EFFECTIVE SCHOOL-WIDE SUPERVISION

- **School-wide implementation**

  *All staff*

  *Direct teaching 1st day/week of school*

  *Regular review, practice, & positive reinforcement (boosters)*

- **Team-based identification, implementation, & evaluation**

- **Data-based decision making**

  *Use of office referrals*

  *Keep a log of minor incidents*

Rob March, Effective Educational Practices, LLC

# Why does everyone need to be involved?

- Staff outnumbered
- Adult presence

  *Prompts desired behavior*

  *Deters problem behavior*

- Being a "good citizen"

  *Contribute to school climate*

# Active Supervision Video

# Acknowledgement:
## Critical Feature of SWPBS

- Reflect:

  *"What formal methods does your school have for acknowledging students who "do the right thing?"*

- How **frequently** are students acknowledged in a positive way for **expected behaviors** ?

- Is it **possible** for **every child** to receive acknowledgements for displaying expected behaviors?

# The What-The Why- Getting Buy-In

*Many teachers do not believe in positive reinforcement because they do not want to reward students for just doing what is expected…*

Positive reinforcement is anything that occurs after a behavior that **increases** the likelihood that the behavior will **reoccur**.

Positive reinforcement naturally occurs in everyone's daily lives from infants to the oldest adult.

Expected behavior:

Positive reinforcement:

Adapted from:  www.specialconnections.ku.edu

These "rewards" increase the chance that people will continue to choose these positive behaviors.

# Punishment…

– Quickly and easily administered

– Terminates behavior quickly, although temporarily

– Can be reinforcing to the teacher when the problem student is removed (Maag, 2001)

– Ineffective for students with chronic behavioral difficulties

On the other hand…

Educators should use research-based interventions

Positive reinforcement has solid support in research

Matching reinforcement to students is a much more effective way of improving behavior of all students

Adapted from:  www.specialconnections.ku.edu

What is reinforcing to one group of students may not be reinforcing to another.

Effective positive reinforcement finds what is **truly** reinforcing to students.

# On-going Recognition of Appropriate Behavior

The faculty and staff at effective schools acknowledge appropriate behavior frequently.

*5 to 1 ratio of positive to negative*

*Sprick 1998,  Walker,  Ramsey, & Colvin 1995*

Have systems that make acknowledgement easy and simple for students and staff.

*Consider what your students find reinforcing*

*Consider what your staff finds reinforcing*

# Components of School-Wide Reinforcement Plans

- High frequency/Predictable reinforcers

    *(tickets, tokens, phone calls, certificates, etc.)*

- Unexpected/Intermittent reinforcers

    *(booster, ticket lottery, special announcements, etc.)*

- Long term/Celebration reinforcers

    *(assemblies, breakfast/banquet)*

# How to Avoid the "Good Job Syndrome"

Be **specific** and **detailed** when providing students any type of positive reinforcement.

Be sure to specifically tell the student what he or she did to earn the reinforcer and why their positive behavior was important.

For example, instead of just saying, "Excellent job, John.", you should say **"John, excellent job on lining up quietly."**

*Rob March, Effective Educational Practices, LLC*

# School-wide PBS Framework



*Making Connections*

# Culturally Responsive Approaches

# Six Components of SWPBS

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# Next Steps

- Continue to work on:

  office vs. classroom managed behaviors

  office referral form

  staff buy-in

  family/community communication and

  involvement

- Check calendars plan next work meeting with Jackie

- Bring ALL planning materials you've worked on to the next training:

  <span style="color:red">Thursday, February 5, 2009</span>

# Resources/References

- www.pbis.org
- www.successfulschools.org
- www.apbs.org
- www.interventioncentral.org
- www.pbismaryland.org

Embedding Cultural Responsiveness in PBIS, Kathleen A. King, Nancy J. Harris-Murri, Arizona Sate University, PBISAz Conference, April 28,2007

LAUSDnet Resource Manual
http://notebook.lausd.net

Memphis City Schools, Team Leader
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**www.mcsk12.net/BlueRibbonPlan/Team%20Leader%20Training%2012-11-06.ppt**

No Child Left behind:  Now What Do We Need to Do to Be Culturally Responsive?, Norma L. Day-Vines, PH.D. and James M. Patton, Ph.D., Training and Technical Assistance Center, The College of William and Mary,
http://www.wm.edu/ttac/newletter/2003-febmar.pdf

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www.pbis.org

Practical Handbook for Developing a Proactive School-wide Behavior Support Plan, Using empirically supported strategies to create safe learning environments, Dr. Rob March, Effective Educational Practices, LLC
www.successfulschools.org

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Center on Positive Behavioral Interventions and Supports, University of Oregon and Connecticut, Ver. Aug.14, 2008
http://www.cber.uconn.edu/library/documents/SWPBS%20Appendices.pdf

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